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ABSTRACT

The design of a methods course offered at Georgia State University to prepare social studies teachers for dealing with controversial issues in the middle school or secondary social studies classroom is presented. The course focuses on identification, selection, an analysis of an issue as well as the requirement that the student develop some method of transfer of the process used in class to the middle school or secondary social studies classroom setting. The outline of the course covers rationale building, teaching concepts, topic selection by students, topic development, and culmination of the course. An additional section discusses results of a survey conducted to determine the effects of the course on students. Student responses to questions concerning their competency and willingness to teach controversial issues is compared with results of other research studies. Findings indicate students supported the course. Tables of survey data are included. Appendices contain a course syllabus, bibliography, possible controversial topics, tentative outlines, sources, rules for handling controversy, and a sample activity. (LP)

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Teaching Controversial Issues in Social Studies

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SO 015 532

Paper presented at the National Council for the Social Studies, Annual Meeting, College and University Faculty Assembly, San Francisco , November 23, 1983.

Can methods instruction for middle and high school social studies teachers be designed to foster the teaching of controversial issues in their classrooms? This is the central concern around which this paper is organized.

The narrative which follows briefly describes how a course which largely focuses upon controversial issues came about, how it was designed, how it has evolved over the past four years (including descriptions of instructor and student generated materials) and concludes with a report of some preliminary findings regarding the receptivity of students to the course as well as their delayed perceptions of the impact of the course upon their teaching of controversial issues.

Teaching the Course

History

In 1979, the Georgia State Department of Education began to phase out its kindergarten through grade eight teaching certificate and to phase in kindergarten-grade four and grade four-eight teaching certificates. Guidelines from this agency encouraged more content preparation for those seeking grade four-eight certification. To accomplish this, teachers would be asked to specialize in two content instructional areas and instruction in certain teacher education courses was encouraged to be "content-related".

By January 1, 1980, Georgia State University had submitted, and subsequently had approved by the Board of Regents, a Bachelor of Science and a Master of Education Program for Middle Childhood Education which contained a number of "content-related" courses including one entitled ECI 657 Social Studies Concepts and Issues (see Appendix A). The course as submitted was designed for pre and in-service social studies teachers, grades four through twelve, to allow high school teachers to enroll for elective credit.

Course Syllabus

An inspection of the objectives for the course will reveal the extent to which the course focuses upon the identification, selection and analysis of an issue (see course syllabus, objectives 1, 2, 4 and 5, Appendix A) as well as upon the requirement of students to develop some methodological transfer of the process used in the class to a middle and/or high school social studies setting (see course syllabus, Objective #6 Appendix A).

An analysis of student expectations and of the tentative course calendar provides more information on how the course has been designed. The reader may wish to refer to these parts of the syllabus following the description of each of the activities presented chronologically below.

Rationale Building

One of the initial goals of the course is to familiarize students with the literature regarding teaching controversial issues, to involve them in discussions of different aspects of the inclusion of controversial issues in the social studies curriculum, and to help them develop a rationale for the teaching of controversial issues. To facilitate this process students are assigned an article from the bibliography (Appendix B) as well as Chapters 1 and 2 from the text. In class discussion questions such as the following are asked to initiate discussion: What problems might a teacher encounter in teaching controversial issues? Should a teacher state his or her opinion regarding issues studied? What are the benefits of teaching about controversial issues? The students are asked to respond and elaborate based on the readings, their own experiences, and their own opinions. Each student is required to refer to the article he or she read at some point in the discussions which occur during some portion of serveral class periods.

Teaching Concepts

Concepts are the powerful classification systems around which an issue is developed. It is important that teachers be able to teach concepts effectively. To introduce the key concept of the course and to demonstrate one method of teaching concepts, the concept "controversy" is taught inductively. After viewing historical pictures that depict controversy, students determine the concept of which all the pictures are an example. Then, in a brainstorming session, students state all attributes of the concept as shown in the pictures and from their own knowledge. From this list, students decide which attributes are <u>always</u> present in controversy. Using these criterial attributes, each student writes a definition of the concept. Definitions vary depending on the list of criterial attributes and on the student writing the definition but are usually consistent with the following definition: Controversy is a conflict/dispute involving an issue for which at least two strong and opposing points of view exist.

Deductive methods of teaching concepts also are demonstrated and discussed. Students are required to identify key concepts and develop strategies for teaching these concepts in their final papers.

Topic Selection

The instructors of the course have used two different approaches to issues generation. One approach has been to assign students to read editorial and perspective sections of major periodicals and newspapers and to extrapolate the value and/or empirical question(s) which are the basis of each selection. Students are then asked to analyze the appropriateness of each of these issues for inclusion in middle and high school social studies instruction based upon criteria in the second chapter of Muessig, ed. Controversial Issues in the Social Studies: A Contemporary Perspective. (NCSS Yearbook, Washingdon D.C., 1975).

A second approach is to expose students to issues which have already been framed. (See examples drawn from previous students in "Issues in Social Studies", Appendix C, and from Dushkin, Taking Sides: Clashing Views on Controversial Issues, Appendix D).

In the second approach, the instructor helps students separate value from empirically based questions, discusses the role of each in the inquiry process, and then assigns students to analyze various issues regarding their appropriateness for grade levels they teach, again using criteria from the NCSS 1975 Yearbook. The instructor collects the student analyses and then prepares a chart in which s/he provides feedback concerning instructor perceptions of how the topics meet the criteria. (See Topic Selection Process - Instructor Ratings, Appendix E).

Topic Development

A. Writing an Outline

Students are assigned to a particular controversial issues area in groups of two to four. They are told that their investigation of the issues area should include use of both original and traditional research procedures. Students are given two weeks to generate a tentative outline (See "Tentative Outline - Should Children Be Encouraged to Participate in Organized Sports?" Appendix F, and "Tentative Outline - Should the Government Regulate the Print Media", Appendix G). During this portion of the class, instructional time is organized to allow for group meetings to generate their outlines.

B. Original Research Orientation

The focus of direct instruction is upon modeling ways to teach about a particular controversial issue. (See "Rules for Handling Controversy" for an outline of criteria instructors follow in modeling this process, Appendix H) as well as

development of skills for conducting original research activities. Sources given to students as background include Ellis, Authur K. "The Child's Environment: A Living Laboratory for Social Science Research" pp 483-496 Volume 39, No. 7; Social Education, November-December 1975; and Hoffman, Alan J., and Hoffman, Nancy L. "Using Research Methods in Elementary and Middle School Social Studies Classes" ERIC Document, E.D., 133 262 60009676 June 1977 (22 pages).

C. Library Resource Orientation

After the initial generation of an outline, students meet with a Georgia State University Reference Librarian who provides a general orientation to educational resources and research techniques. The ERIC system is thoroughly explained as are other information systems. The students explain their topic areas to the reference librarian, and he provides them with a list of references and resources relevant to that topic.

Culmination of the Course

Research papers are collected and analyzed. The papers are evaluated using the following criteria: appropriate and varied research procedures are employed, original research techniques are used (surveys, interviews, etc. done by the teachers); at least two sides of the issue are presented objectively; research findings are summarized, major concepts listed, and inductive and deductive methods are presented for teaching two of the concepts; appropriate and varied teaching techniques for dealing with the issue are described; 3-4 case studies (at least two of which are original, meaning that they have not been developed as teaching tools by someone other than the teachers) are located and/or developed and the case studies are exemplary of the issue; techniques for involving students in original research are described and are appropriate; organization of the paper; usefulness of the information in the paper for other classroom teachers.

In addition, students individually submit four to five case studies for teaching the issue to middle and high school students. (see Student Expectation #II in course syllabus, Appendix A). Finally, each student is expected to share one case study with the class (See student expectation #III in course syllabus, Appendix A). Each group also prepares a one-page overview of their topic which includes a definition of the issue, the "pros and cons" regarding the value questions they've researched, a brief discussion of the issue investigation and a list of resources for teachers wishing to investigate the issue (See "Should Children Be Encouraged to Participate in Organized Sports"; Appendix I, for example).

THE EFFECTS OF THE COURSE

Method and Objectives. To assess the effects of the course, "Social Studies Concepts and Issues," a survey was sent to 98 students who were enrolled in the course when taught by Alan Hoffman or Edith Guyton between January, 1980 and March, 1983. Six surveys were returned by the post office. Forty-five surveys were completed and returned, giving a 49% return rate. Demographic data is found in Table 1.

The four questions the survey attempted to answer are:

(1) Do the former students support the teaching of controversial issues?
(2) Do the former students feel competent to teach controversial issues?
(3) Are the former students fearful about teaching controversial issues?
(4) Did the course have an effect on the teacher's willingness to teach controversial issues?

Other Studies. Some of the literature shows how questions 1-3 have been answered by other teachers.

(1) Molnar (1983), in a survey of 89 NCSS members, reports that 5 issues, all of which are controversial (nuclear disarmament, pollution of the earth's enviornment, pollution of the earth's enviornment, division of the planet into areas of wealth & poverty, racism, and sexism), are agreed upon as important issues facing humankind that should be included to a great extent in social studies instruction. However, most felt these issues were included very little in actuality. Support for the teaching of controversial issues exists but is not generally incorporated into classroom practice.

(2) McAulay (1965), in a survey of 648 elementary teachers, found that only 11% felt sufficiently competent to teach controversial issues.

(3) McAulay (1965) also reports that 52% of the teachers felt they would be rebuked if they discussed controversial issues in their classes. Also, of 3,763 attendees at the NCSS Annual Meeting in 1974, 59% felt very free to discuss controversial issues. Yet, as compared to chairpeople, college teachers and a miscellaneous group pre-college teachers felt least free, particularly elementary and junior high teachers (Morrissett, 1975).

(4) As discussed above, the perception of NCSS members is that controversial issues are not included to a great extent in social studies instruction even if they are vital issues. Eighty percent of the teachers surveyed by McAulay (1965) stated they did not discuss controversial issues in their classrooms.

Results of the Survey. The results obtained for the four questions investigated through our survey are as follows:

(1) Most of the former students strongly support the teaching of controversial issues (see Table 2). The only reservation seems to be in the area of promoting consensus about issues; the respondents are divided regarding the importance of consensus to national stability.

Table I

Demographic Data

	N		N
Female	27	Teaching this year (1983-84)	36
Male	18	Teaching some social studies this year	28
Education		Grade level taught	
BA	8	this year	
M.ED	33	1-7	2
Ed.S	1	K-3	2
Ph.D	1	4-8	24
Other	2	9-12	5
		Postsecondary	3

Average number of years taught was 5.7.

Table II
Support for the Teaching of Controversial Issues

	Strongly Agree	Agree	Do Not Know or No Response	Disagree	Strongly Disagree
	Percentage				
No issue should be automatically excluded from the social studies classroom.	36	38	4	22	0
Students need to study controversial issues.	62.0	33.0	4.0	1	0
Middle grades and high school social studies texts deal adequately with controversial issues.		2	24	53.3	20
Students really don't want to deal with conflict and controversy.	2	13.0	0.7	49	29
The stability of our nation depends on consensus among citizens about most important issues.	13	33	11	37	4
It is important to teach students how to deal with conflict and controversy	67	33			
It is only by examining all sides of an issue that a person can develop rational and deeply held convictions.	60	33	2	4	
Dealing with controversial issues confuses and frustrates students		13	9	62	16

(2) Most (93%) of the former students feel competent to teach about controversial issues (see Table 3), a much higher percentage than reported by McAulay (1965). Most are in favor of a systematic teaching procedure for handling controversial issues.

(3) These teachers do feel some need to protect themselves (see Table 4). Although a majority disagree with the idea of avoiding a controversial issue, most (87%) want school systems to have a formal policy supporting the teaching of controversial issues, and many (44%) advocate sometimes ignoring the conflict inherent in issues.

(4) Forty-six percent of the teachers have increased the teaching time spent on controversial issues since taking the course (see Table 5). Forty-five percent of the teachers deal with controversial issues on a regular or frequent basis (see Table 6).

Discussion. The students who took the course "Social Studies Concepts and Issues" are very supportive of the teaching of controversial issues and have a healthy attitude regarding the role of conflict in our society. They believe students need and want to study controversial issues. These teachers feel competent in dealing with such issues and support a systematic approach to the study of controversial issues.

The former students are not immune to external pressures on their choices of subject matter. They want school system to support their efforts to deal with conflict and controversy and are somewhat ambivalent about how to handle a "hot issue." This result is not surprising, as discussions in the course focus on some of the "dangers" of dealing with controversial issues.

The course seems to have had a positive effect on the teachers' attitudes about teaching controversial issues and on their actual behavior. Only 9% do not deal with controversial issues at all, and 46% indicate a positive effect of the course on their teaching of controversial issues.

These percentages are much higher than those found by McAulay and suggest an inclusion of issues more in line with the ideal indicated by NCSS members (Molnar, 1983). The frequency of teaching controversial issues is also encouraging.

Morresett (1975) finds an average freedom index of 82 for social studies educators' feelings regarding the freedom they have to teach controversial issues (100 would be perfect freedom and 0 would be no freedom). He concludes that no topic is free from restriction nor totally lacking some freedom, and he asks, "Should we celebrate the 82, or deplore the missing 18 points?" (p. 246). The answer for the instructors of Social Studies Concepts and Issues is that we need to close the 18 point gap. One way to see that teachers not only feel free to discuss controversial issues but actually do it is to teach courses for teachers that help them develop a rationale for the study of controversial issues and that educate the teachers regarding methods and content background necessary to deal with controversial issues. We believe our course is helping to close the academic freedom gap.

Table III
Teaching Competence

	Strongly Agree	Agree	Do Not Know or No Response	Disagree	Strongly Disagree
	Percentages				
I feel competent to teach about controversial issues	40	53		4	2
Teachers should develop a systematic method for teaching about controversial issues.	44	42	7	4	2

Table 4
External Pressures on the Teaching of Controversial Issues

	Strongly Agree	Agree	Do not Know or No Response	Disagree	Strongly Disagree
	Percentages				
Teachers should protect themselves and not teach about an issue that is controversial within the community in which they teach.	2	13	11	62	13
School systems should have a formal policy supporting the teaching of controversial issues.	38	49	7	7	
It is sometimes better to ignore the conflict within an issue and just teach "bare facts."	11	33	13	38	2

Table 5
Effect of the Course on Teaching Controversial Issues

	Percentage
Taught controversial issues before taking the course and teach them to the same extent now	22
Taught controversial issues before taking the course but currently spend a greater proportion of time teaching such issues	22
Did not teach controversial issues before taking the course and still do not teach such issues	9
Did not teach controversial issues before taking the course but do teach such issues, now.	24
No response	22

Table 6
Frequency of Teaching Controversial Issues

	Percentage
Never	0
Infrequently (1/mon)	36
Regularly (2-3 time/mon)	29
Frequently (weekly)	16
No Response	20

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Morrissett, Irving. "Curriculum Information Network Fourth Report: Controversies in the Classroom." Social Education 39 (April, 1975): 246-252.

APPENDICES

Appendix A

ECI 417/657
SOCIAL STUDIES CONCEPTS AND ISSUES

INSTRUCTOR:
OFFICE:
OFFICE HRS:

TEXTS: James D. Calderwood, The Developing World, Scott Foresman and Co., Glenview, Illinois, 1976.

Raymond H. Muessig, Ed., Controversial Issues in the Social Studies: A Contemporary Perspective. National Council for the Social Studies Yearbook, Washington, D.C., 1975.

OBJECTIVES:

Upon completion of this course, students should be able to:

(1) identify social science issues relevant at local, national and international levels which are specific examples of issues relating to topics such as power/influence, discrimination, allocation of resources, technological growth, population growth, rights and/or responsibilities.

(2) state issues as value questions and as empirical questions.

(3) identify and apply relevant interdisciplinary analytic concepts to the critique of particular issues.

(4) apply relevant data gathering and data interpretation skills to the critique of particular issues.

(5) apply problem-solving models including the indentification of relevant analytic social science concepts to social issues relevant for study by middle and/or high school students.

(6) identify available social science materials and be able to locate and to construct exemplar case study sets of instructional strategies as well as research skill instruments which apply to previously stated goals.

STUDENT EXPECTATIONS:

Weighting

I. Students will select a particular social science issue for indepth examination; students will apply a particular decision making analytic model for indepth study of the issue. Final product will be a written group report of approximately 10-15 pages in which the process and procedures followed in examination of the issue will be reported. (5% for quality of approved proposal, 20% for final paper)

25%

Weighting		
25%	II.	Students will individually locate and construct 4 or 5 case studies designed around the issue selected in I. above for use in middle grades or high school instruction. (At least two of the "cases" should be the student's original creation).
10%	III.	Each student will pilot one of his/her case studies by presenting the case in class. (Students may opt to use the case with a middle school or high school class and provide an audio tape of the discussion).
20%	IV.	Students will be evaluated on a final exam. The format will be essay and will be explained in detail later in the class.
20%	V.	Students will be evaluated on in-class activities and attendance and participation.

TENTATIVE CALENDAR

DATE	ACTIVITY	READING ASSIGNMENTS DUE FOR NEXT WEEK
September 20, 22	Orientation Brainstorming Activity: Issues Group Orientation Activity	NCSS Yearbook Chapters 1 and 2 Issue Article (For Sept. 22)
September 27, 29	Examplar Case Study Activity Discussion of Readings Issue Selection Process Discussion of Instructional Models	NCSS Yearbook Chapters 3 and 4 Cassette - Ducane
October 4, 6	Discussion of Research Skill Techniques Discussion of Library Resources Available in Social Science Research Individual/Group Work Time	Handouts Article on Survey Techniques Paper on Research Skills
October 11, 13	Research Skill (Activity/ies Individual/Group Work Time	NCSS Chapters 5 and 6
October 18, 20	Discussion of Readings Citizenship and Law Related Education: Key Concepts; Strategies (case study, simulation A.V. materials, etc.)	Calderwood - 16mm Chapters 1-4 - Cassette Ducane

DATE	ACTIVITY	READING ASSIGNMENTS DUE FOR NEXT WEEK
October 25, 27	Discussion of Reading Global Education: Key Concepts: Strategies	Calderwood Chapters 5-12
November 1, 3	Discussion of Reading Economic Education: Key Concepts, Strategies	Calderwcod Chapters 13-17
November 8, 10	History/Historiography: Key Concepts; Strategies	NCSS Chapters 7-8
November 15, 17	Case Study Presentations This Evening	
November 20	FINAL EXAMINATION	
November 29	Feedback on Final Course Evaluation	

Appendix B

BIBLIOGRAPHY: CONTROVERSIAL ISSUES

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Appendix C

ISSUES IN SOCIAL STUDIES

ECI 657

SUMMER, 1983

1. Capital Punishment
2. Should everyone have the right to vote?
3. Abortion (should parental approval be necessary...)
4. Should sex education be part of the school curriculum?
5. Major world powers give aid to third world countries?
6. Should there be gun control?
7. Can world hunger be alleviated?
8. When is it acceptable to oppose your own government?
9. Is it acceptable to have American advisors in El Salvador?
10. Should Dekalb County go to Middle Schools?
11. Should we raise the legal drinking age in Georgia?
12. When if ever is euthanasia appropriate?
13. Should the gov't be able to set the speed limits?
14. Should schools have the rights to search students?
15. Is there a need for a special education program for gifted?
16. Indians have to pay taxes?
17. Alternative to present taxation system?
18. States rights vs. federal rights?
19. Rights of Indians vs. rights of settlers.
20. Is it the school's responsibility to teach safety?
21. Self-esteem as part of curriculum?
22. Nuclear freeze agreement between U.S. & U.S.S.R.?
23. Animals used to detect illegal substances?

24. Should students be turned over to the police?

25. Should ERA be passed?

26. Competency testing for high school seniors? Teachers?

27. Should railroads be allowed to discontinue service?

28. Should doctors who are alcoholics and drug addicts be allowed to practice?

29. Are our children growing up too fast?

30. Should we keep the tenure system?

31. Should books be banned from school libraries?

32. Should we limit foreign imports?

33. Should we spend money to support wildlife?

34. To what extent should we support the space program?

Appendix D

TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL LEGAL ISSUES

1. Should the Adversary System Be Abolished?
2. Is There a Law Explosion?
3. Should Television Cameras Be Allowed in Court?
4. Should the Legal Services Program Be Abolished?
5. Should Congress Restrict the Supreme Court's Power to Review Constitutional Rights Cases?
6. Should Court Ordered School Busing Be Prohibited?
7. Should Prayer Be Permitted in Public Schools?
8. Should There Be a Right to Abortion?
9. Are Laws Prohibiting Sexual Harassment Needed?
10. Is Affirmative Action Constitutional?
11. Should Television Advertising to Children Be Banned?
12. Should the Death Penalty Be Abolished?
13. Should the Exclusionary Rule Be Abolished?
14. Should Plea Bargaining Be Abolished?
15. Should Handgun Regulations Be Relaxed?
16. Should the Insanity Defense Be Abolished?

TAKING SIDES: CLASHING VIEWS ON CONTROVERSIAL PSYCHOLOGICAL ISSUES

1. Is Human Behavior Genetically Determined?
2. Does Violence on TV Cause Aggressive Behavior in Children?
3. Can Psychosurgery Be Justified?
4. Should Use of the Principles of Conditioning Be Limited in the Modification of Undesirable Behavior?
5. Do Extrasensory Perception and Psychokinesis Exist?
6. Are Apes Able to Use Language to Communicate?
7. Is the State of Hypnosis a Unique State of Consciousness?
8. Should Children Have the Same Rights as Adults?

Appendix E

(Topic Selection Process--Fall, 1983)

GRADE LEVEL	TOPIC	SELECTION CRITERIA (Hoffman's Ratings) 1=Strongly Disagree 2=Disagree 3=Uncertain 4=Agree 5=Agree Strongly				
		S's Can Handle	S's Interested	Topic Timely	Parent/ Admin. Support	Total
4th-6th	Is the environment improving?	5	3	5	5	18
4th-5th	Do human needs override needs of animal world?	4	4	5	4	17
4th-5th	Are the effects of television viewing generally harmful to children (Needs rewording)?	5	5	4	4	18
5th-6th	Organized youth sports---good or bad?	5	5	4	5	19
5th/6th-9th	Should children have same rights as adults?	4	5	4	3	16
6th-8th	Has the women's movement helped women?	5	4	5	4	18
7th-12th	Is the world threatened by a population bomb?	4	4	5	3	16
8th-12th	Is capital punishment justified?	4	4	4	4	16
8th-12th	Should obsenity be protected as free speech?	4	5	4	3	16
8th-12th	Should there be a right to abortion?	4	4	3	2	13
5/6th-8th	Should we continue to use and develop nuclear power?	4	4	5	4	17
5/6th-9th	Are traditional families more successful?	4	5	4	2/3	13-14
6th-9th	Is ethnic consciousness good for America?	4	4	5	3	16
8th/9th-12th	Does an elite rule America?	3	4	3	1	11
8th-12th	Do we need more gun control?	5	5	5	2/3	17-18
8th-12th	Is the President too powerful?	5	4	4	4	17
6th-9th	Should government regulate mass media?	5	4	5	4	18
6th-12th	Should tariffs be imposed to protect American Workers, products?	5	5	5	4	19

Appendix F

TENTATIVE OUTLINE

ISSUE: Should children be encouraged to participate in organized sports?

Avenues of Research:

- Define our terms - sport, children, organized
- What rationales do youth sports organizers have to support their work: interview YMCA, DeKalb Parks and Recreation, GSU P.E. professors, high school, middle school and elementary school coaches and administrators.
- What age is recommended for beginning participation in organized sports? Why?
- Are there different reasons why males and females participate in organized sports? How might participation affect sex role perceptions, development?
- What image does the athlete portray in today's society?
- What percentage of children participating in organized sports are injured? How serious are the injuries? What can parents, coaches, administrators and children do to decrease the likelihood of injury?
- How do parental attitudes affect children in organizing sports?
- Interview sports participants - i.e. Tony Brizzolara of the Atlanta Braves; also, people who have participated in organized youth sports - both children and adults.
- Conduct survey to determine how a typical DeKalb County or Decatur student veiws participation in organized youth sports.
- How significantly are children affected by the pressures associated with organized sports? What are the pressures (competition, success vs. failure, cooperation, etc.). If they are affected, how? how do/can they cope with these pressures?
- Are children who participate in organized youth sports more likely to stay physically active through-out their adult years?
- How might participation in organized sports affect academic performance? Does sports activity detract significantly from study time?
- How much physical activity is good for the adolescent? How much activity, on average, do children engaged in organized sports actually get?
- What, if any, are the drug/alcohol problems associated with organized sports for children? (Steroids)
- Does participation in organized sports promote a "team spirit" or pursuance of a common "team goal"? If yes, does this carry over into non-athletic areas of life?
- How does participation in organized youth sports affect self-concept? Risk taking behavior? Aggressive behavior?

Tentative Procedures:

All	1. We have chosen many questions to pursue, with the expectation that available research will be limited. We plan to narrow our topic down as we discover those areas for which the most information is available, or as we assign priorities to the questions.
Sandy	2. Research libraries for statistics, general information of a factual and/or psychological nature. Will check books, periodicals, editorials. Sandy will be researching from a 'pro-sports' point of view.
Donna	3. Donna will be researching from a 'con' point of view.
Kathy	4. Interview professional athletes
Margaret Ann	5. Interview organized sports and recreation facility chairpeople, professors, school coaches and administrators.
Kathy & Margaret Ann	6. Construct and give a student survey to determine student attitudes, opinions. Determine sampling procedure, basis for analyzing results. Analyze data
All	7. Organize format of report - assign sections to write.
All	8. Combine and edit all sections of paper.
Sandy	9. Prepare Bibliography.
Margaret Ann	10. Type Report.
Separately	11. Develop teaching strategies (case studies).
Separately	12. Presentation of case studies.

Appendix F

SOURCES USED TO DATE

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Underwood, J. "Taking the Fun Out of A Game." Sports Illustrated, (November 17, 1975) pp. 86-98.

Walsh, E. R. "An American Problem: How to Live With Defeat." New York Times, (March 20, 1977) Section 5, p. 2.

Appendix G

TENTATIVE OUTLINE

ECI 657

Dawn Morris
Willie Walker
Jane Layfield

ISSUE: Should the Government Regulate the Print Media?

I. Avenues of Research:

1. Historically, how has the government handled conflicts with the press?

2. Have government agencies, historically, objectively controlled the press during crisis periods?

3. To what extent has our government, in supressing or or responding to public opinion, actually created public opinion?

4. What impact has the government had in the requlation of obscenity, national security, and the right to a fair trial?

5. Are there times when the government should regulate the print media for reasons of "national security"?

6. Is the press really an irresponsible group of privileged people elected by no one?

7. To what degree does the print media actually help shape public opinion?

8. The First Amendment was designed to guarantee free speech. What decisions has the Supreme Court delivered concerning speech in the printed media? (Obscenity, Right to a Fair Trial, and National Security).

II. Tentative Procedures:

1. Research historical precedents concerning the American Print Media, beginnning with the Colonial Period: Will use history textbooks which have chapters on the background subject.

2. Visit library and use periodicals to gain an understanding of past and present developments concerning regulation of the print media.

3. Investigate letters to the editor since 1950 to determine current public opinion on print media regulation.

4. Get Supreme Court decisions and case studies from the Georgia State Law Library.

5. Interview a professor from The Georgia State School of Journalism or an editor from a newspaper to find out how they feel about government control of the press.

6. Determine if a survey has been conducted on the impact of the print media on public opinion. What were the results?

7. Attempt to interview a General at Fort McPherson to determine the government's position on governmental print regulation during a time of national crisis, for national security.

8. List of vocabulary words to use with high school students.

9. Determine areas of responsibility.

10. Write rough drafts.

11. Meet to organize reports, edit, re-write, and type reports.

III. Sources we intend to use:

"Should Government Regulate the Mass Media," Clashing views on Controversial Issues.

Feder, Bernard, The Process of American Government., Cases and Problems, Noble & Noble Publishers, New York, 1972.

Editorial file of the Georgia State University Library.

Interviews with a Journalist and a Army General concerning their views on governmental regulation of print media.

Supreme Court decisions, Georgia State University Law Library.

Historical textbooks.

Various periodical articles.

RULES FOR HANDLING CONTROVERSY

1. Recognize general legitimacy of controversy.
2. Recognize specific instances of controversy, in order to call attention to it in the classroom and to invoke specific rules for handling controversy.
3. Make the nature of the disagreement clear, in order to avoid simultaneous monologues.
   - —identify areas of agreement and disagreement
   - —identify core issues
   - —avoid the use of slogans
   - —don't raise the level of abstraction (except to organize the details)
   - —distinguish between law and public policy
4. Argue ideas, not people.
   - —represent the opposing position accurately and fairly
   - —admit doubts, difficulties, and weaknesses in your own position
   - —concentrate on evidence, descriptions of practice, etc.
   - —attempt to understand and be able to state the perspective of others
5. Establish rules of adequate evidence
6. Establish ordered ways of proceeding (mediation, discussion, debate, etc.)
7. Establish means of maintaining group solidarity in the face of disagreement.
8. Establish means of closure.
   - —examine consequences and alternatives (e.g., agree to disagree is a movement toward independence. In doing this, the consequences are different if the controversy is over freedom of religion than if it is over ritual murder.)

OBJECTIVE STANDARDS FOR JUDGING THE RATIONALITY AND VALIDITY OF POSITIONS
(Some opinions <u>are</u> better than others.)

<u>Better</u>	<u>Than</u>
Supported by reliable evidence	Unsupported by evidence
Evidence is consistant	Evidence inconsistant
Takes into account analogous situations	Insensitive to analogies
Offers useful definitions of terms	Ambiguous language

Adapted from rules for handling controversy developed by National Street Law Institute and Center for Action Research.

SHOULD CHILDREN BE ENCOURAGED TO PARTICIPATE IN ORGANIZED SPORTS?

Definition: Organized Youth Sports are those sports played in school (elementary through high school) or any local organized team such as YMCA/YWCA or Little Leagues. Currently, there are over 20 million children between the ages of 8 and 16 who are involved in this type of sports activity.

Here are the views from the two opposing schools of thought as to why or why not a child should be encouraged to participate in organized youth sports:

PROS	CONS
1. Good Sportsmanship	1. Injuries that might cause permanent damage to growth or physical strength
2. Mixing of socio-economic groups	2. Poor coaching
3. Travel to other places (besides neighborhood)	3. Pressure by parents
4. Opportunity for team/personal accomplishment	4. High cost of equipment
5. Skill development	5. Over emphasis on winning at-all-costs
6. Appreciation of the body	6. Stress reactions
7. Improve physical fitness	7. Depression associated with failure or the lack of playing time
8. Exposure to many leisure activities	
9. Spirit of competitiveness	
10. Fun	

DISCUSSION

For examination of this topic in the classroom, as in any controversial issue, both sides of the issue need to be presented. However, children might express the "correct" response when they are asked in front of the class, and then react differently when presented with that situation on paper or in real life. We suggest that teachers provide some sort of a simulation/case study to get a feel for the children's true opinions or reactions. Then, the teacher can evaluate all of the children's responses (to see if they are consistent in what they say and actually do) and make appropriate steps toward helping children evaluate why they made the decisions they did.

For example, when asked in a group discussion if they would intentionally "take-out" another player just to win a ballgame, students stated that this was wrong. However, given a similar type situation on paper, the students chose to act in opposite ways (given certain circumstances) based on things such as: "It was a close game," or "the other people on the team would get mad if I did not do it," and "because several people had put a lot of time and money into the program."

Additional classroom discussion might be necessary to help children be aware of other alternative behaviors. The teacher can also suggest individual reading or group projects on subjects of interest in this area.

RESOURCES FOR THE TEACHER:

Joy and Sadness in Children's Sports by R. Martens.
Human Kinetics Publishers New York, 1978

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Volume 2, No. 3 (Fall 1978) American Bar Association Chicago, IL

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Every Kid Can Win by Terry Orlick & Cal Botterill
Nelson-Hall Inc., Publishers Chicago, IL 1975

A Sociological Perspective of Sport BY Wilbert Marcellus Leonard,II
Burgess Publishing Company Minneapolis, MN 1980